

VNPS & VRG

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Grade 9
Summer
Institute
2016

WWW.PETERLILJEDAHL.COM

- Special thanks to Peter Liljedahl whose over 10 years of research have inspired many teachers to be a little better.
- All these ideas are his.
- You should check him out.

www.peterliljedahl.com

TAXMAN

Visible Random Groupings (VRG's)

- Improves engagement and enthusiasm
- Breaks down social barriers

Vertical Non Permanent Surfaces (VNPS)

- Improves visibility
- Allows for transfer/mobility of knowledge around the room
- Non-permanent removes fear of writing

One Pen (others thoughts only)

- No place to hide (game)
- Creates collaborative environment

PROXIES FOR ENGAGEMENT

- time to task
- time on task
- time to first mathematical notation
- amount of discussion
- eagerness to start
- participation
- persistence
- knowledge mobility
- non-linearity of work

QUANTITATIVE MEASURES

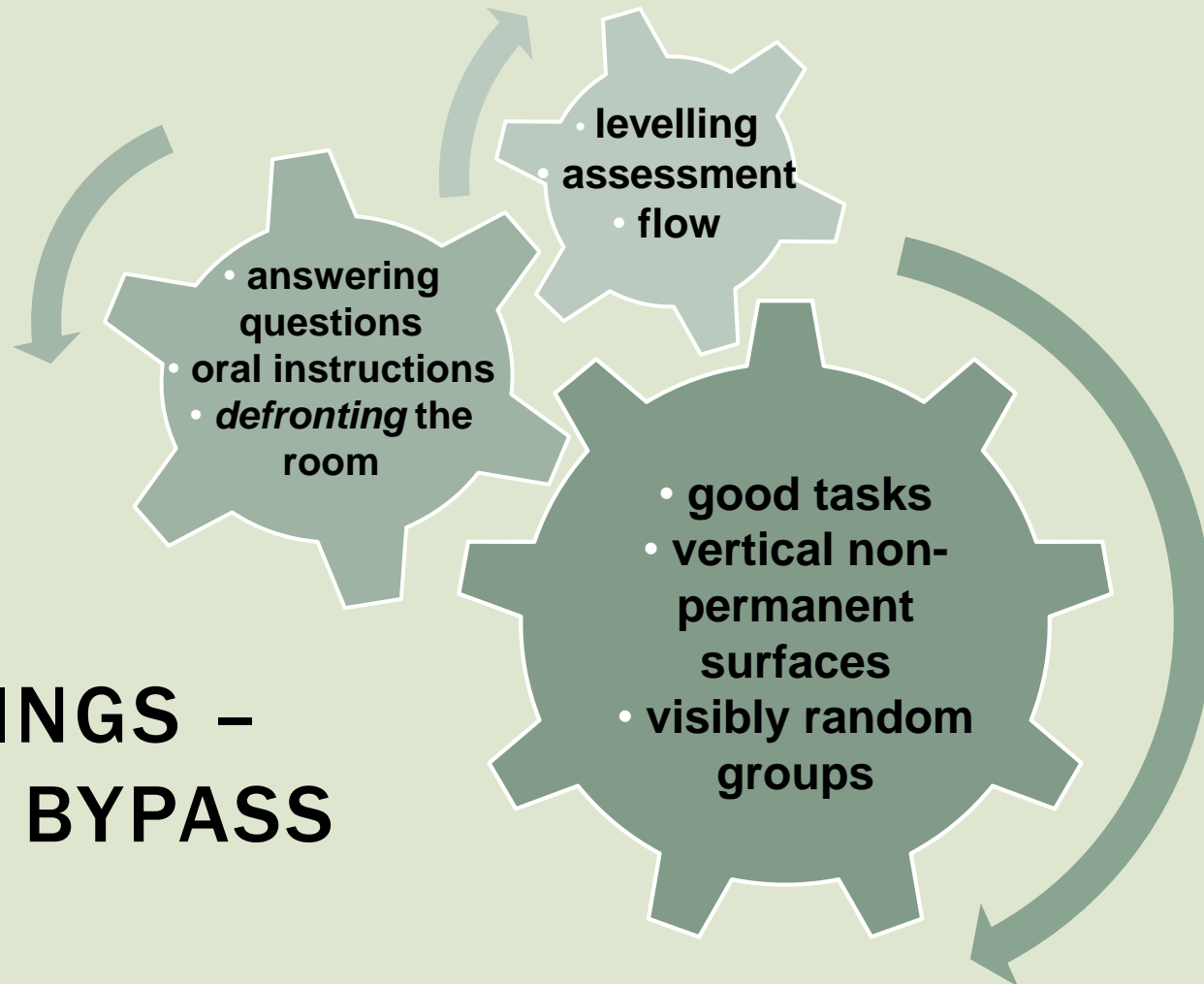
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	vertical non-perm	horizontal non-perm	vertical permanent	horizontal permanent	notebook
N (groups)	10	10	9	9	8
time to task	12.8 sec	13.2 sec	12.1 sec	14.1 sec	13.0 sec
time on task	7.1 min	4.6 min	3.0 min	3.1 min	3.4 min
first notation	20.3 sec	23.5 sec	2.4 min	2.1 min	18.2 sec
discussion	2.8	2.2	1.5	1.1	0.6
eagerness	3.0	2.3	1.2	1.0	0.9
participation	2.8	2.3	1.8	1.6	0.9
persistence	2.6	2.6	1.8	1.9	1.9
mobility	2.5	1.2	2.0	1.3	1.2
non-linearity	2.7	2.9	1.0	1.1	0.8

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**FINDINGS –
BEST BYPASS**

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De-fronting your room / VNPS



De-fronting your room / VNPS

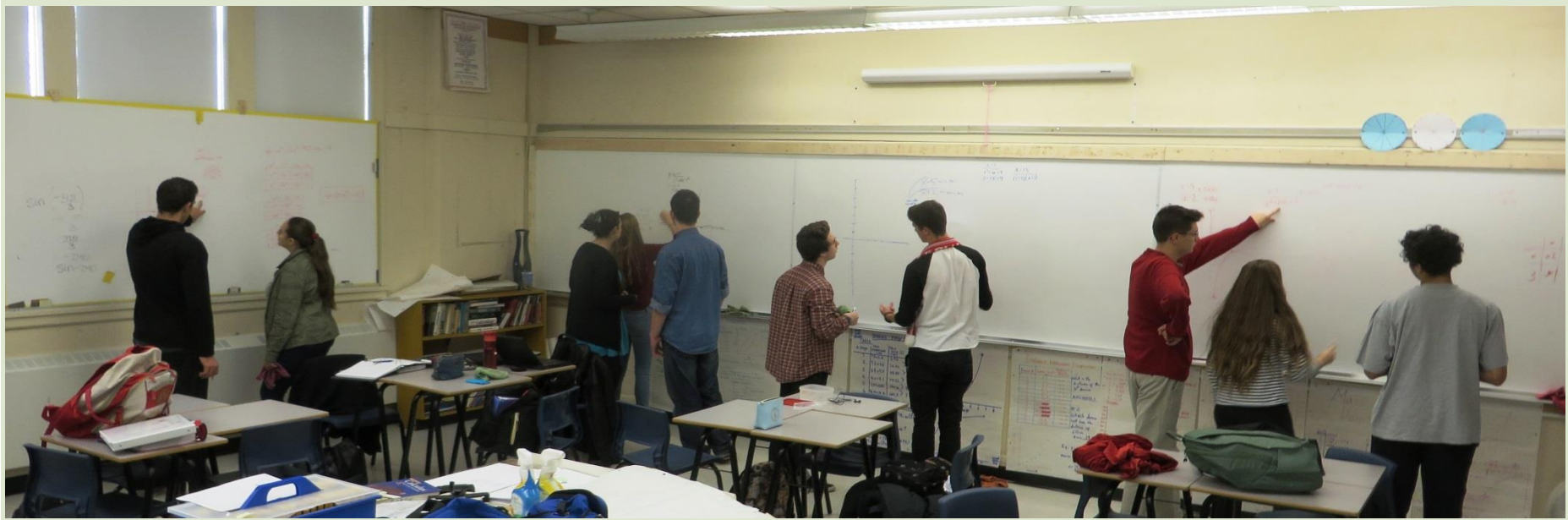


De-fronting your room / VNPS



De-fronting your room / VNPS



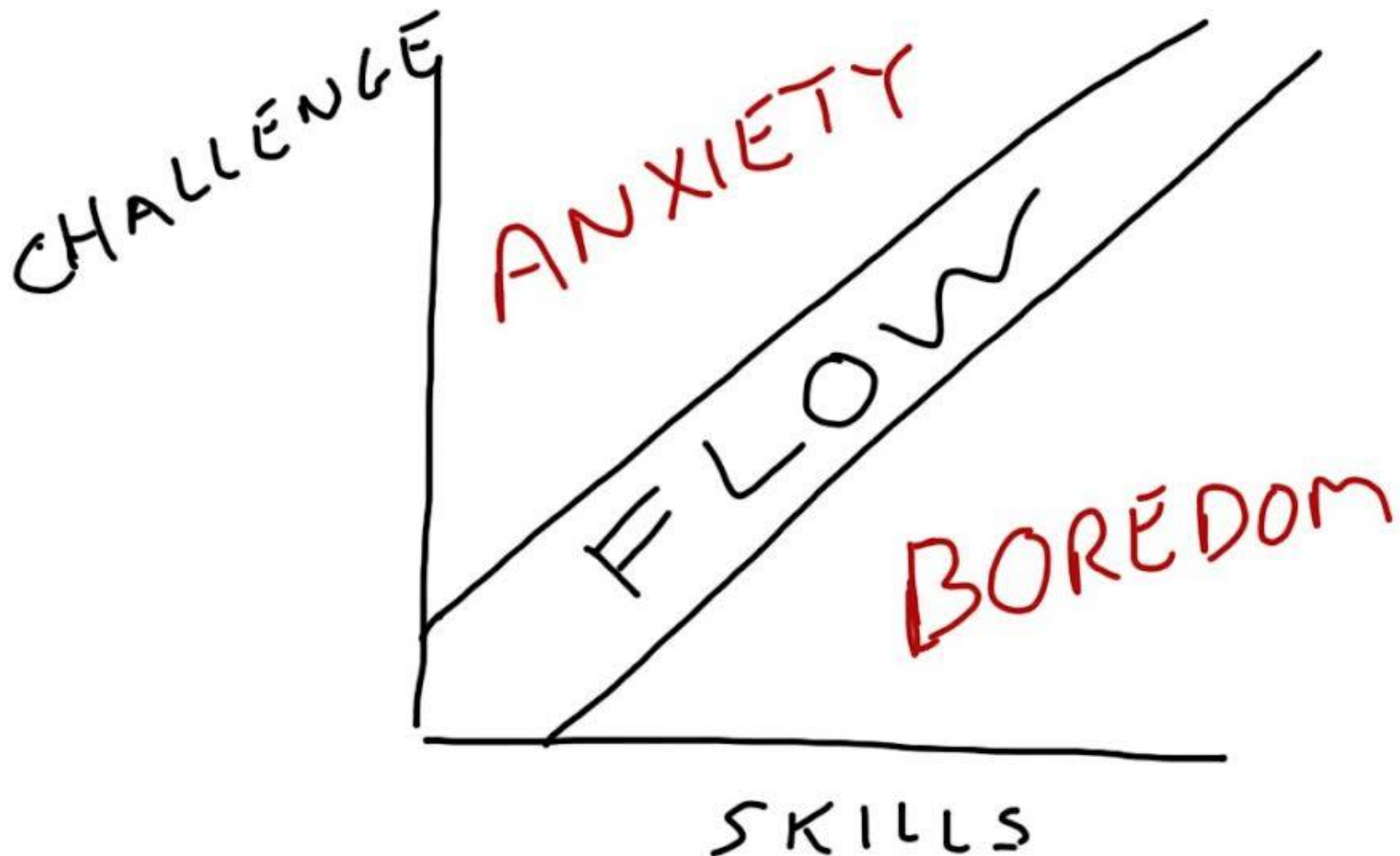


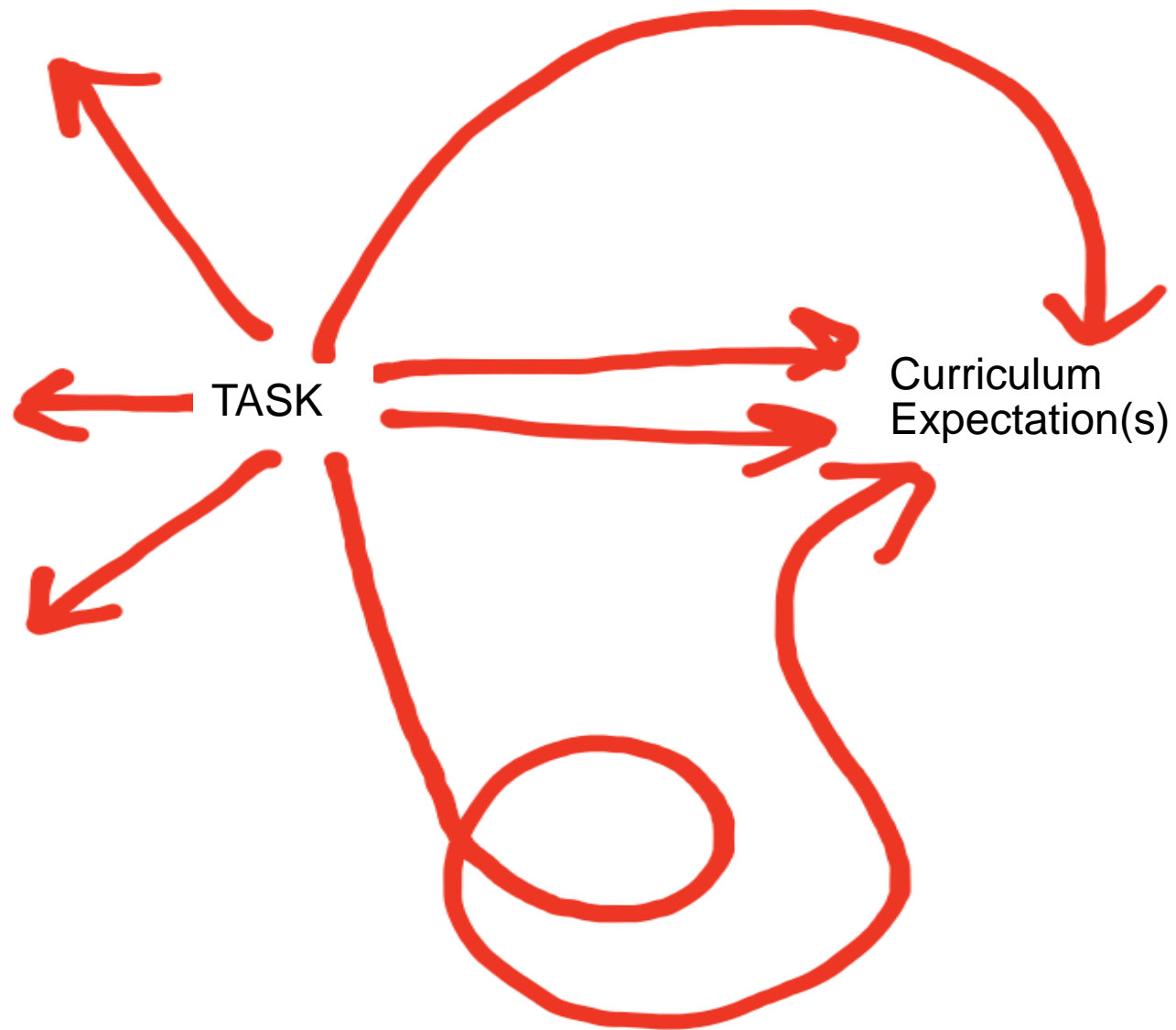
STAGE ONE	STAGE TWO	STAGE THREE
<ul style="list-style-type: none"> • begin lessons with problem solving tasks • vertical non-permanent surfaces • visibly random groups 	<ul style="list-style-type: none"> • oral instructions • defronting the room • answering questions 	<ul style="list-style-type: none"> • levelling • assessment • managing flow

BLUNTNES

DIFFICULTY OF IMPLEMENTATION

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TESTIMONIALS

- more group work and collaboration than previous math courses”
- “more fun and class went by quickly”
- “liked that the teacher could see what we were doing and question our mistakes”
- “liked that we could learn from what other groups were doing”
- “there was never a time where I was bored or uninterested”
- “disliked that at times it was difficult to remember everything we had done”
- “random groupings kept the course from being boring”
- “liked that I got to know everyone in class-in my _____ class I might know 5 people’s names”
- “definitely like groups of three over groups of two”
- “spiraling allowed me to make connections between concepts”

REFLECTIVE JOURNALS

- “disliked that at times it was difficult to remember everything we had done”
- We gave them 7-10 minutes at the end of the class to write
 - What did you learn today?
 - Anything your still unsure of?
Wondering about?

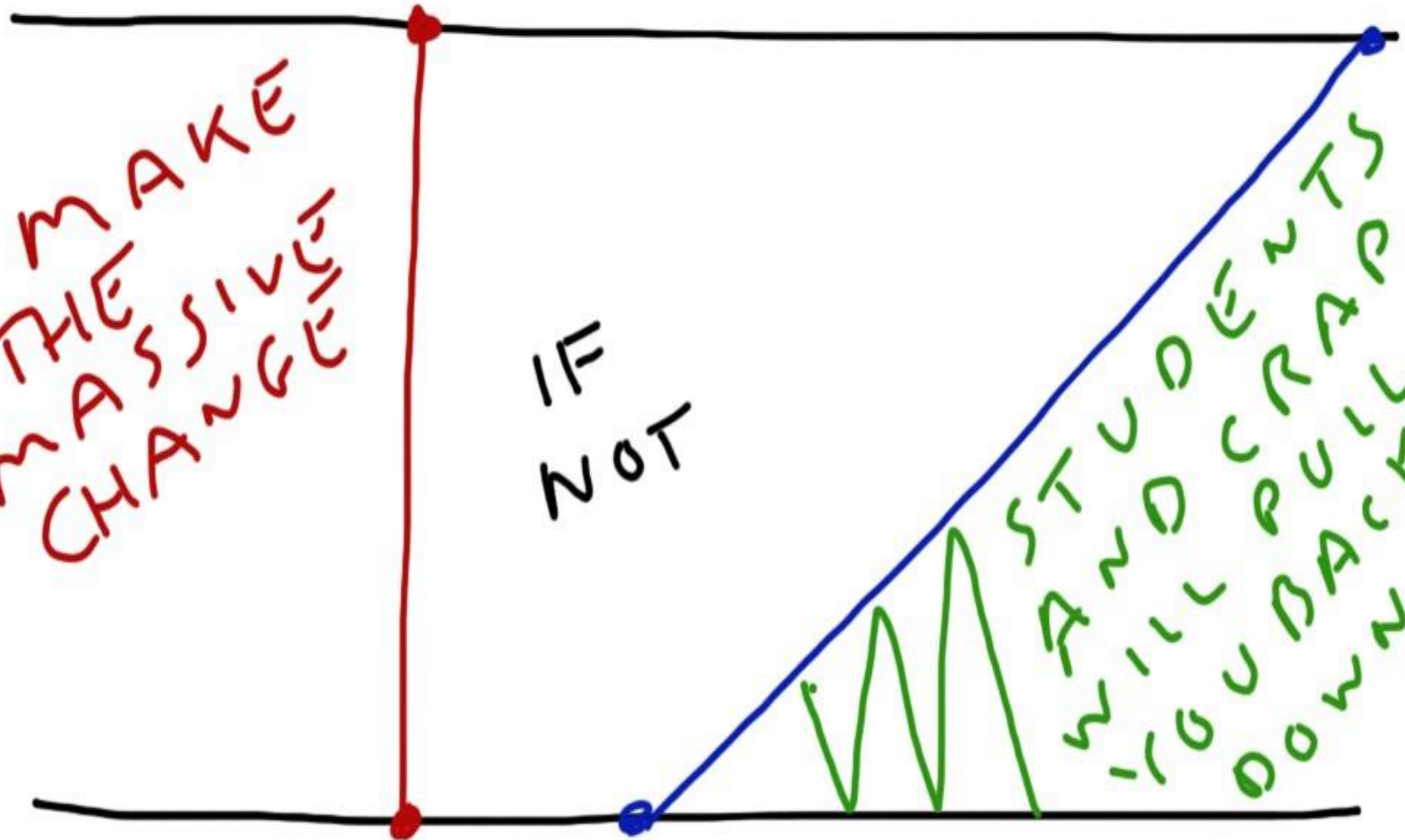
WHERE YOU WANT TO BE

MAKE
THE
MASSIVE
CHANGE

IF
NOT

STUDENTS
WILL
PULL
YOU
BACK
DOWN

WHERE YOU ARE



If not now then when? If not
you then who?



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